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ABSTRACT

This guide is intended to help current and prospective charter school leaders decide whether and how to work with pre-existing "whole school designs." Such school designs range from those that cover one core element of school operations to designs covering almost every aspect of school operations. The guide contains initial information for schools to consider about the content of 26 comprehensive school designs (listed in Appendix A). It does not advocate any particular type of design, but rather aims to help charter school founders and operators assess the fit between their school and pre-existing designs. If the school finds that a particular design is a good fit, the guide will also help the charter school negotiate a mutually beneficial relationship between school leaders and the design group. The benefits and challenges of adopting a comprehensive school design are discussed with reference to curriculum and classroom instruction, administration, parent and community relationships, financial viability, and standards and assessment. Ideas are also given for finding the right design and making it work. Four appendixes contain descriptions of comprehensive programs, a description of a funding program, sample worksheets for design comparisons, and a list of six sources of additional information. (SLD)

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If the Shoe Fits:

A Guide for Charter Schools Thinking about Adopting a Comprehensive School Design

CHARTER FRIENDS
NATIONAL NETWORK
connecting and supporting state-level charter school initiatives

Second Edition
July 1998

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About this Guide...

The origins of this guide lie in the growing interest in collaboration among both charter school supporters and leaders in a variety of comprehensive school design organizations. Discussions about collaboration between these two elements of school reform began in January of 1997 when a delegation of approximately 30 charter school operators and Friends Group leaders attended the annual "World of World Class Schools Conference" held in Memphis, Tennessee.

These discussions continued informally through much of the past year, culminating in a half-day workshop at the U.S. Department of Education's first National Charter Schools Conference in November of 1997 in Washington, D.C. That workshop was co-convened by the Department, Charter Friends National Network and New American Schools.

Following the November workshop, the Friends Network commissioned this guide and a companion document, "*Making Matches that Make Sense*," a policy paper identifying both opportunities and strategies for linking charter schools and comprehensive school design organizations. Both documents were first issued in May of 1998 and this guide was subsequently expanded and republished in July of 1998 to include additional detailed information on a number of comprehensive school design organizations and on a new Federal grant program that makes funds available to school districts and charters to "buy-in" comprehensive school designs.

The Friends Network intends to use broad dissemination of both documents to continue the education process about both the opportunities and challenges involved in collaboration between charters and school design groups – through mailings, its Web site, workshops at charter school conferences and other means. Comments and suggestions on these documents and their use are welcome and should be directed to the Charter Friends National Network (see the inside back cover for the Network's addresses and phone numbers).

About the authors and contributors...

The ideas and opinions of **ten charter school leaders**, representing ten different school designs, were used in developing this guide. Thanks to each of them for taking time out of the busy school day to answer questions about their school's experiences selecting and working with school designs: Jonathan Williams, Sam Pantleo, Joey Merrill, Jane McDonough, Dean Kern, George Hoffecker, Rod Haenke, Michael Glickman, Sandra Elliott, and Bart Eddy. In addition, Meredith Miller provided invaluable research assistance.

Research and writing for both this guide and the parallel policy paper were done by **Bryan and Emily Hassel**, co-founders of Public Impact, a North Carolina-based education policy firm. Both Bryan and Emily have been involved in efforts to create a supportive environment for charter schools for the past three years. Bryan helped launch the North Carolina Charter School Resource Center. And both Bryan and Emily are part of a team at SERVE, the Southeastern Federal regional educational lab, that's now designing a leadership institute for charter and other innovative public schools.

In addition to this guide – and the companion policy paper – "*Making Matches that Make Sense*" – Bryan and Emily previously co-authored the Network's 500-page "*Sourcebook for Charter School Planning Workshops*." Prior to founding Public Impact, Bryan worked for the Center for Community Self-Help in Durham, North Carolina, one of the nation's largest community development organizations. Emily previously worked for the Hay Group, consulting with organizations across the United States. Bryan holds a Ph.D. in Public Policy from Harvard University. A Rhodes Scholar, he also received an M.Phil. in Politics from Oxford University. Emily holds a JD/MBA from the University of North Carolina at Chapel Hill.

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Introduction

Charter school founders have a number of decisions and options available to them when they start planning their schools. They may choose to design their school "from scratch" – based on their collective expertise and years of experience. They may choose to borrow elements of successful charter or district schools already in operation. Or they may choose to buy-in an established learning program or comprehensive school design.

This "*Guide for Charter Schools Considering Adoption of a Comprehensive School Design*" is intended for school founders in this third category – founders who might identify themselves in one of the anecdotes below.

Prepared by Charter Friends National Network, this guide is intended to help current and prospective charter school leaders decide whether and how to work with pre-existing "whole school

So many decisions, so much to do, and so little time…

You have your charter application in hand, and you know what you and your colleagues have always wanted to do if you could run your own school. But now… so many decisions to make – curriculum, materials, teaching methods – so many people to get headed in one direction – board, teachers, parents – and so quickly!

◆

You've already landed a charter from your state or other chartering authority. You're well into your first year, and even though you have a clear vision of what you want your school to be, the implementation is proving to be far more challenging than expected. With so many kinks to work out, you see *years* ahead before your school is able to fully realize the founders' vision

◆

You and some of your school colleagues have wanted to be part of an "XYZ" (pick your favorite design) school, but have not had the opportunity while working within the district public schools in your area. Your state's new charter school law allows public schools to convert to charter status. This is your chance! But you want a little help thinking through all the questions you need to ask to work effectively with your chosen design group.

◆

You are a prospective charter school founder and are a bit skeptical of "school design groups." You are thinking, "Isn't the point of charter schools to do something *new* and *different* (and to do it *independently*)?" But you are interested in learning more about how issues you care about are addressed by existing school designs. You believe this might help you plan your own school, even if you end up not working with a design group right now.

designs." These resources include everything from designs covering one core element of school operations (such as the Paideia design, which focuses on instructional methodology to designs covering nearly all aspects of school operations* (such as Edison Project schools). All school designs referred to in this guide comprehensively cover at least one major area of education delivery or school management.

Of course, some would argue that adopting a pre-existing design defeats the innovative purpose of charter schools. However, a number of charter school founders have decided to make use of these designs for at least two reasons:

- One is that *how schools are managed*, not just the curriculum content, impacts learning results. Spending less time reinventing the wheel allows charter founders to invest more time effectively managing all the resources of the school (e.g., teachers, finances, parents, technology).

- The second is that some very effective and "innovative" schools begin by *standing on the shoulders* of the research and development done by other schools. Rather than spending years creating something so similar, why not begin right away to build on the best of what's already available within your chosen approach to education?

This guide provides some initial information for schools to consider about the content of 26 comprehensive school designs in Appendix A. Other resources, listed in Appendix D, provide more in-depth information. The guide *doesn't advocate* any particular type of design, or even suggest that adopting a pre-existing design is the right answer for all charter schools. And, it *does not delve into the nitty-gritty* of contracting with a design.

Rather, this guide aims to help charter founders and operators *assess the fit* between their school (or potential school) and pre-existing designs and, if they choose to adopt a design, *help negotiate a mutually beneficial relationship* between school leaders and design groups. The guide also provides information about a major new federal grant program that awards renewable grants of at least $50,000 per year to schools adopting comprehensive school designs (See Appendix B).

**The term "school operations" is used throughout this guide to include both education delivery (e.g., curriculum, instruction) and school management administration (e.g., finances, governance)*

I. What Leads Charters to Adopt Comprehensive School Designs?

Charters have taken a variety of paths, for a variety of reasons, on their way to adopting pre-existing school designs:

- In many cases, the alternative was to develop a similar approach from scratch, and school leaders believe significant time and energy could be saved by utilizing pre-existing materials, ideas and practices.

- In other cases, leaders were determined to adopt a pre-existing design -- the only question was "which one?"

- For still others, the path to adopting a design was more "accidental," but provided welcome solutions to some of the challenges of the start-up years.

Here are some examples of how the "match" has been made – based on interviews that where done as research for this guide.

- A new charter law allows teachers, principals or other educators to adopt a design they have known about but have been unable to use (for political, financial or other reasons) in the local school district.

- Leadership of a local school or district wants to take advantage of a charter law to try a new school design outside of the existing schools.

- During the chartering phase, the founders of a charter school happen to read or hear about a design that seems to fit their vision and find, after further research, that the design fits their school's needs very well.

- An existing charter school learns about a design (e.g., through the state's charter school resource center) that might help resolve some of the operations challenges they've faced in the start-up phase.

- Employees, board members, or "friends" of a design group decide to start a charter school in their state.

One charter school got started because a group of teachers and parents got together and went to the local superintendent proposing to use a well-established school design. The group asked, "If we applied for a charter, would you support it?' The superintendent was quickly able to understand what the school design would offer -- and it was different from anything available in the existing public or private schools -- so they came to an agreement right away. The superintendent's strong support was critical to the success of the charter application.

- A new charter law allows a private school using a successful design to transfer to public status.

- The lead teacher or curriculum coordinator for a new charter school has been trained to use a particular design or methodology, and so the school adopts this as a starting point.

- Charter founders choose to work with a particular design group because of particular benefits provided by that group that can help make the school successful (e.g., access to capital funds, respect in the community).

In the past, many charter schools have learned about designs through the outreach of sponsoring design groups. As more charter schools consider adopting existing designs *early* in the chartering process, more school-design relationships are likely to spring from proactive research and contact initiated by charter schools. As charter numbers grow larger, schools should have increasingly greater opportunities to negotiate relationships tailored to the needs of charter schools.

II. Benefits and Challenges of Adopting a Comprehensive School Design

This section looks at benefits and challenges reported by *real schools working with pre-existing designs*. They are organized around five major areas of school operations. These categories are not entirely separate; often one impacts another significantly. So, you may see some pros and cons listed under one area that spill over into others.

- Curriculum and classroom instruction
- Parent and community relationships
- Staff management and governance
- Financial viability
- Standards and Assessment

Some designs focus on just *one* of these areas, while others touch on *all of them*. Some designs *require* elements, while others offer *options*. In addition, the *fit* between a design and the particular school impacts the ratio of pros to cons. So, the benefits and challenges of a *particular design* in a *particular school* may vary from the general themes below.

Overall Benefits

The ***benefits*** to a charter of adopting a design (versus developing one from scratch) tend to focus around a few themes: clarity, credibility, and access to resources.

- ***Clarity*** helps schools align all resources and activities around the central theme of the school. Communication and decision-making are simpler when even a partial road map is available through a pre-existing school design.

- ***Credibility*** is important for attracting staff and students and for obtaining charter approval. The challenging goals and positive track record that accompany many designs are appealing to many charter stakeholders.

- ***Access to resources*** – Resources (financial, technical and management) available through some of the larger and more structured designs are a vital benefit to many

schools, saving time, money and improving quality in early charter years.

Overall Challenges

The ***challenges*** of adopting a school design include *limits on flexibility*, the added complexity of *managing another "stakeholder,"* and the realization that many *challenges remain* for schools even after they adopt designs:

- ***Limits on flexibility*** – Many design groups are accustomed to working with school districts and have fairly standardized methods of delivering services. Some design groups may find it difficult to accommodate the needs of individual charter schools.

- ***Managing another stakeholder*** -- Working with a design group can be like having another board of directors. Once a school has committed to working with a particular design group, significant school leader time and relationship finesses may be required to make sure that the initial agreement works in real life.

- ***Challenges remain*** -- Adopting a design *does not relieve* school leaders and teachers of *many of the challenges* of starting and operating a school. Recognizing this up front, and clarifying how the design can help, will help avoid frustrations and disappointment.

As you read the benefits and challenges below, keep these themes in mind and note items that may be of particular relevance to your school.

A. Curriculum and Classroom Instruction

Benefits

- ***Time Savings***: "*Why reinvent the wheel?*" This is the response of most school leaders who have been able to find a design that closely met school founders' educational philosophy and vision. Access to existing curriculum/instruction models and a ready network of peers among schools using the same design can increase quality with a limited time investment.

- ***Research-Based***: It is very hard for an individual school to re-create a curriculum and teaching method as *well-researched and tested in the classroom* as some of the alternatives available through design groups.

- ***Clarity***: At a minimum, most designs provide a template to provide *clarity and direction* for content and/or teaching methods. The *clarity* of pre-existing programs and methods can help teachers and administrators focus and work together as a team to develop lesson plans and other details. Several charter leaders pointed out how shocked many new schools are by the challenge of *translating a vision into daily actions* for teachers and students.

- ***Consistency***: Where a particular teaching method or approach is prescribed and communicated, students and their parents can count on *consistency* from year to year.

One school found that adopting a pre-existing design that prescribed a specific curriculum focused everyone on the same ideas. It was much easier to answer teachers' and parents' questions about why X or Y wasn't included in the curriculum. This school lost some students, but those who stayed had parents very committed to the content of the learning. And teachers were readily able to understand what would and wouldn't be taught.

Challenges

- ***Clash with Your Needs***: Some designs that are *highly prescriptive* may clash with state or district curriculum requirements; or they may clash with particular needs of your student population; or with some other element of a school. Founders will need to determine how their school's needs differ from the design and ensure that any deviation is acceptable to the design group of its choice.
- ***Not All-Inclusive***: Even if a design provides a framework for curriculum and teaching, *many do not get down to the level of providing specific lesson plans and materials* (of course, this is a challenge a school developing all from scratch would face, as well). You also may face challenges finding staff who buy into

the design and who are able to develop the concrete teaching materials you need.

- ***Less Innovation***: Some school leaders feel that adopting a highly prescribed curriculum or teaching method *defeats the experimental/innovative purpose* of charter schools. You will need to decide your school's educational goals and decide how well potential designs let you meet them.

- ***Editing Time***: If your chosen design allows for adaptation, you may find that *"editing"* the curriculum (and other design elements) takes almost as much time as creating a program and process from scratch.

B. Staff Management and Governance

Benefits

- ***Staff Selection***: School leaders can select staff with a set of *clear criteria driven off of the school design*, reflecting both the classroom content, teaching method, and other roles teachers may play in the school. Recruiting staff with the right skills, competencies and interests is the easiest way to ensure a good fit. Interviewees will be able to self-select for their interest and buy-in to the particular design during the selection process.

- ***Decision-Making Clarity***: The clarity of many designs' principles and practices makes prioritizing and decision-making easier for many school leaders. Staff, board and management have one set of principles for making decisions. It is easier to reach consensus on tough decisions when the criteria are clear.

- ***Focused Staff Training***: Training can be focused on the design being used. Many design groups provide some initial and ongoing training (both in content and instruction) and offer access to experts in the design. Teachers also can participate in their own development more easily when the standards of excellence are clear -- a characteristic of many pre-existing designs. A limited number of groups provide direct training for managers/leaders; more provide access to other school leaders who can provide general advice about using the design. Having a clear design can help eliminate new fads from your school's teacher training if they do not support the overall school design.

One school found that adopting a design with a prescribed process for decision-making and governance made teachers and parents much stronger contributors to the school. They became "owners of the whole school's success, not just what happened in their individual classrooms. Parents and students were a part of major decisions up front and really bought into the choices about what the school would do.

- ***Avoid Board Micro-management***: When more of the schools programs and processes are clear, boards can stick to policy issues and stay out of daily management matters.

- ***Networking for School Leaders***: Joining up with a design group can provide instant access to a friendly network of school leaders with a vision and operations issues similar to yours.

- ***Avoid Common Pitfalls***: Where provided, a "management/governance template" may help your school avoid some common charter pitfalls, such as unclear organization roles or a structure that is too similar to the rigid hierarchy of many traditional schools.

Challenges

- ***Not a Substitute***: Even the most comprehensive school designs do not replace good management and leadership. Even the best designs are not a quick or easy "fix" for anything.

- ***Finding Qualified Staff***: Some designs are especially challenging for teachers; finding ones who are up to the task may be challenging in some areas (the same is true for designs with unusual facility, material and other requirements).

- ***Significant Training Investment***: Significant staff training may be required for designs that are very different from the curriculum and methods used in traditional public schools. Professional development requirements of some design groups may be quite expensive without the overhead budget of a school system to support it. To make the training feasible, you may want to discuss a modified version of some design groups' full teacher training programs.

- ***Design Group Control***: Depending upon the nature of your school's ongoing relationship with the design group, working with a design group may be akin to having a second board of directors. You will need to be clear about the ongoing control and contributions of the design group to your school. Some design groups may have trouble adjusting to the "do it my way" expectations of many charter school leaders (after all, doing it your way is the initial motivation for some charter founders.

C. Parent and Community Relationships

Benefits

- ***Answering Tough Questions***: It is easier to *answer tough questions* if a school's design is more clear and coherent (e.g., How will my child's fifth grade experience build on what he learned in fourth grade? What exactly is the role of parents in your school?).

- ***Assessing Student "Fit":*** Parents are more easily able to *assess the quality of "fit" for their children* if the school is using a design that is clearly defined during the start-up phase.

- ***Parent Involvement***: Some designs prescribe a *clear process for involving parents* in a structured manner. This helps ensure a productive voice for parents.

- ***Conflict Avoidance***: Avoid conflict among parents and between parents and staff by making the content and style of teaching and learning *clear up front.*

- ***Community Relations Know-How***: Some design groups provide advice and/or *training in community relations.*

- ***Parent Advocates***: Parents who understand the school design in clear, concise terms *can become really good advocates* and unofficial marketers for your school.

- ***Ready Acceptance***: *Well-known designs may be readily accepted* by parents and community alike.

Challenges

- ***Ready Rejection:*** Parents who have pre-conceived opinions about certain designs *may not like your school's choice.* While this may make for a better *fit* between parents and the school, you may lose some parents and their children up front.

- ***Unknown Designs***: Parents may not have heard of a design and *require significant education* (not unlike developing a program from scratch).

One school said the design it chose works particularly well, because it goes beyond seeking a "good relationship" with parents. Instead, the design includes a structured process for including parents in learning -- at home, in the classroom and through extracurricular activities. Parents are imbedded in the learning process, and that works very well for this school.

- ***All Situations May Not Be Addressed***: Some designs may not address involvement of parents who have more difficulty participating in their children's education.

D. Financial Viability

Benefits

- ***Implementation Advice***: Many of the designs are well-tested, and the design groups are able to provide *guidance about how to get the maximum impact* for a reasonable cost (e.g., through use of teaching assistants, mixture of individual and group learning, material selection, technology, etc.).

- ***Cost-Effective Teaching Tool Ideas***: To the extent that a design suggests or prescribes use of *publicly available resources*, a school may get ideas for making cost-effective use of these resources (e.g., regularly using public playgrounds, libraries and museums).

- ***Focused Investment***: Investments in such items as technology are *focused and integrated* into the suggested curriculum and teaching method, rather than being "off to the side."

- ***Direct and Indirect Funding***: Some design groups provide financing that can be critical for up-front *capital costs* and the usual start-up *cash flow* problems. Linkage with a successful design group may be helpful in obtaining funds from other sources as well (e.g., foundations, federal grants). Such a relationship also can help in establishing *credit* for purchases or in purchasing through a design group account at a *volume discount*.

- ***Development Cost Savings***: To the extent that you are paying for *staff and leader time* to develop a school from scratch, adopting a design can save you significant expense.

- ***Eligibility for New Federal Funds***: Adopting a comprehensive school design can make your school eligible to receive renewable grants of at least $50,000 per year under the new Federal Comprehensive School Reform Demonstration Program. For details, see Appendix B.

One school chose to hire a for-profit management company. Aside from the direct educational benefits the founders saw, money problems never swallowed school leader time and energy as it can in some start-ups. The initial financing and cash-flow assistance have proven vital to this school's ability to focus on daily educational matters.

Challenges

- ***Expensive Materials and Program Requirements***: Some designs, particularly those that use *non-standard* materials, training or facilities, may require more investment than a traditional school. However, this may or may not cost more than a school starting from scratch would choose on its own.

  The source of extra costs will vary according to the design: highly content-based designs may tend to require more expense for materials; experiential designs may require heavier staff training and travel costs.

- ***Not Accustomed to Working With Individual Schools***: Some design groups are less familiar with the *financial demands of running a small business* like an individual school than with the issues faced by larger bureaucracies. You may need to "educate" your design partners about your financial constraints (both on amount and timing of dollars). The pricing structure for individual schools may need significant clarification and tailoring for some design groups not used to working with individual charters.

- ***Not a Substitute***: Don't confuse adopting a school design *with giving over financial control* to the design group. Your school may have areas of operations not addressed by the design, and you will need to consider all of these areas in making your total financial plan.

- ***Investment Expectations of Design Groups***: Schools adopting a design sponsored by a for-profit group will need to consider their investment return or service fees expected by that group and the *impact on the school's budget*.

E. Standards and Assessment

Benefits

- ***Raising or Changing the Bar***: Most design groups want to raise the bar for student achievement or alter the standards to some extent. This can be a tremendous benefit if the design's goals are the same as your school's.

- ***Clear Goals and Assessment Methods***: The standards for success and assessment methods are quite prescribed for some of the designs, making it easier to measure whether the school

One charter school that was already up and running chose to adopt a school design mid-stream. The school's leaders like the fact that the design's learning goals "raised the bar" for acceptable performance well above the state's standards. And they like the fact that the design had been researched and tested elsewhere. Since it has worked in other schools, they have high hopes it will produce the same learning results in their school.

design is having its *intended impact* (beyond state and district requirements).

- ***Aligned Goals and Assessments***: Goals and assessment methods have been designed and revised to clearly *align* with the philosophy of the design.

- ***Accountability***: Some designs make clear *who is accountable* for student success and what the impact is of meeting (or not meeting) goals.

- ***Track Record***: Some designs have begun comparative assessment of student achievement and have found positive results. Where there is *a track record of success*, this clearly is a benefit for schools desiring to improve achievement.

Challenges

- ***Clarify Accountability***: If you have a formal relationship with a design group, clarify the assistance you will receive if your school has trouble meeting expectations. Clarify your school's accountability for implementing the design well and the design group's accountability for continuing to improve the design.

- ***Results Unclear***: Some design groups have only recently begun formal assessment of education results. Ask what evidence is available that the design is meeting its goals in other similar schools.

- ***Misalignment with Required Standards and Assessments***: The goals and assessment methods of a particular design may not be aligned with requirements your school faces. Consider the practicality and impact of multiple assessment methods that you may need to use.

III. Finding the Right Design and Making it Work

The remainder of this guide looks at three phases of your search for a design that's right for you – a "shoe that fits" your school!

- ***The "Shopping" phase*** -- When you are exploring whether there is an appropriate design for your school

that you can "buy off the shelf" (rather than custom making your own).

- ***The "Negotiation" phase*** -- When you've decided that you would like to work out an arrangement to use a specific existing design.*

- ***The "Service" phase*** -- When your school has an established, ongoing service relationship with the sponsoring group.*

A. "Shopping" – Smart Questions to Ask

In this phase, you are exploring *whether* you want to work with a design group and, if so, *which one.*

- After reading the first part of this guide, your next step is to *narrow your search* to a few designs that seem close to your educational philosophy. Appendix A of this guide is a "School Design Research Tool," a series of charts designed to help you focus in on the few designs that most closely match your needs. These charts provide abbreviated information about the 26 designs that were featured in the Northwest Regional Educational Laboratory's "Catalog of School Reform Models. For more detailed information about the designs and other advice about making a selection, consult the resources listed in Appendix D.

After narrowing the list to a manageable number (perhaps 2-3 designs, depending on how much time you can devote to research), the next step is to assemble a list of more detailed questions to answer about your short list of designs. The questions you ask should address at least the following broad issues:

(1) Nature of the Design

(a) ***Philosophical Orientation***: What ideas guide the design?

(b) ***Focus***: What aspects of schooling are

* *Note that some designs do not require a formal relationship with the sponsoring group; rather the group is there as an optional resource. You should find out this information* before you establish a permanent relationship.

emphasized by the design? Examples include:

- ✓ What to teach?
- ✓ What types of students to serve?
- ✓ How to teach?
- ✓ How to manage/govern/change a school?

(c) ***Prescriptiveness***: How strictly does the design dictate different aspects of schooling?

(2) Role of the Design Organization

(a) How much and what kind of service does it provide? Examples include:

- ✓ Professional development
- ✓ One-on-one technical assistance
- ✓ Facilitation of networking with others using the design
- ✓ Assistance with state and local reporting
- ✓ Financial assistance

(b) Are schools required to partake of these services?

(2) **Price of Services**: What will you pay for what you get?

* * * * *

When entering any important long-term relationship, you can never ask enough – or all of the right -- questions. However, the following pages provide a good start as charter school founders begin to "shop around" for a "good fit."

These are questions -- most suggested by the charter school leaders interviewed for this guide -- to consider asking. You may need to add your own, and some of these questions may be less important to you than others. Use the space at the right to make notes about your specific needs and additional questions. (See Appendix C for a sample worksheet to copy for each potential design).

- While you may be able to answer some of these questions by consulting the charts in Appendix A or the more detailed resources in Appendix D, for many of them you

will need to contact representatives of the design organizations. You can find contact information on 26 designs in the "Services" section of Appendix A. In addition, there is no substitute for talking directly to school leaders who work in schools that have adopted the designs you are considering, or better yet, visiting one or more of those schools yourself.

groups have to determine whether particular charter schools are good candidates for their designs. While the rest of this section focuses on questions you should pose to design groups, be mindful of the fact that design groups will be sizing you up at the same time.

- Keep in mind that some design groups are choosy about who their customers are. Just as charter schools have to decide whether to work with design groups, design groups have to determine whether particular charter schools are good candidates for their designs. While the rest of this section focuses on questions you should pose to design groups, be mindful of the fact that design groups will be sizing you up at the same time.

School Design Questions	Notes & Other Questions

A. General Background

1. What is the design's underlying philosophy?
2. What grades are covered?
3. What skills, knowledge and abilities are goals of this design (for grade levels relevant to your school)? How did your group design on them?
4. What does your design view as the major problems in traditional public schools, and how does this design address those problems?
5. What factors does your design group consider when deciding whether to work with a school?

B. Content of Design

For each school design element listed in # 6 – 11:

a. ***Describe*** each element.
b. Which elements are ***included*** in the design?
c. Which of these are ***required***?

6. **Curriculum and Instruction**
   a. Curriculum design or framework?
   b. Specific content lesson plans?
   c. Specified texts or materials for learning?
   d. Instruction methodology?
   e. Relative importance of teaching specific "content" versus "ways of thinking"?
   f. Total enrollment and/or class size restrictions?
   g. Special needs students?
   h. Limited-English proficient students?
   i. Role of specific disciplines (e.g., art, science)?

7. **Standards and Assessment**
   a. Standards for education success?
      - Whole-school level (e.g., grad rates)?
      - Grade and subject specific?
      - Aligned with state/local requirements?
      - Measurable?
   b. Assessment methods and tools?
      - Aligned with state/local requirements?
      - Does group assist with data collection, analysis, reporting?

8. **Staff Management and Governance**
   A. Teacher training, both initial and ongoing:
      - In content?
      - In instruction methodology?
      - In parent relations, governance, administration, peer review and/or other relevant issues?
   B. Training for school leadership (principal, board)? In what areas?
   C. Assistance in staff selection?
   D. Assistance defining roles, setting performance expectation, and evaluating teachers, principal, board?
   E. Assistance establishing pay and other compensation for school?
   F. Assistance managing conflict within the school?
   G. Curriculum expert or facilitator needed?
   H. Opportunities for network with other schools using the design?

9. **Parent and Community Relations**
   a. Role for parents in the school?
   b. Assistance with community relations?
   c. Assistance managing conflict with parents, community?
   d. Assistance with enrollment?
   e. Training to manage diversity?

10. **Finances**
    a. Pricing for required elements of design, including materials and services:
        - Start-up phase?
        - Ongoing?
        - Required timing for payments?
    b. Other costs schools must incur to implement the design
        - Non-traditional staff positions?
        - Technology?
    c. Ways a school can reduce any of these costs?
    d. Financing for capital costs? Cash flow? Other start-up needs?
    e. Assistance obtaining grants, loans or volume purchasing discounts?
    f. Financial reporting requirements?
    g. Assistance with daily financial administration (e.g., bookkeeping, payroll)?

11. **Other areas of school operations**:
    a. Facilities?
    b. Transportation?
    c. Food service?
    d. Health?
    e. School year calendar and daily schedule?
    f. Other?

C. The Design's Track Record

12. Evidence of design's success in other schools using this design?
13. Has this design been used in stand-alone schools (versus school systems or districts)? Have stand-alone schools experienced different challenges?
14. Has this design been used in schools with demographics like ours, charter requirements like our state's, other restrictions/parameters like ours?
15. What advantages does this design have over very similar ones?
16. How well is your design group doing financially (i.e., is this likely to affect your ability to continue supporting my school in the future?).

17. Are there contacts at schools using your design with whom I could speak? Any close to me that I/we could visit? (Seek at least two visits.)

D. Accountability for Design Success

18. What happens if the design does not work well in our school?
    a. What assistance would we receive from the design's sponsoring group?
    b. Any other impact on our school?
    c. Any impact on the design group? (E.g., return of funds invested by school)

E. Implementation Process Issues

19. Would your group assist the school in obtaining a charter? How?
20. Does your group help with the introduction and implementation process in each school? How? What tough questions do you hear from parents and teachers? How do you respond?
20. How important is it for teachers to agree with your design's underlying philosophy?
22. What if conflict arises between our school and the design group -- how is this handled?
23. How long does it typically take a school using this design to fully implement the program/process?
24. Does the group provide assistance with state and local reporting requirements?
25. Who from the design group would work directly with the school? How would those people be chosen? Qualifications?

F. Other Issues

26. Are there other issues I have not addressed with these questions?

B. Tips for a Successful Negotiation

You have finished "shopping" for a design. If you have found a good fit, your next step is to *negotiate an agreement* that spells out all the expectations and obligations of the relationship. Below are a few simple tips for making the negotiations productive. *Note that you should have any legally-binding contract reviewed by your school's attorney before you sign.*

- ***Know yourself.*** Define and articulate your own school's philosophy, goals and needs.

- ***Clarify, re-clarify and clarify again***. How each school works with a design group and implements a design may vary. You will want to know what you are getting, how much you are paying for it, and what results you should expect. If an issue is "make or break" for you, state your need and explain your reasoning. Try to find a solution that meets both your needs and those of the design group. Make sure you agree with the design sponsors about how much flexibility your school will have to do things your own way.

- ***Be realistic***. Most charter schools have very limited staff time and funds in early years; reinforce this with your chosen design group.

- ***Put it in writing***. If you are purchasing services or materials, you should have a formal written contract that allows for changes on a yearly basis. Leave some flexibility to make mid-year changes on issues that are uncertain. Make sure you understand all the terms now -- if something doesn't seem clear *now* when you are focusing on it, it won't be any clearer in the middle of a school year! Have your school's attorney review the contract. Here are eight tips from existing charter schools on key issues to address in your contract with a design organization.

  1. ***Package of services***: The design organization you choose may have a standard package of services they offer schools. But you may not want certain items on this list, or there may be non-standard forms of assistance you need. To the extent possible, try to work out a package of services tailored to your school's needs.

2. ***Your responsibilities***: While clarifying what package of services you will receive from the design organization is vital, also be clear about what the design organization expects of *you*. Common possibilities include participating in public relations events, providing certain reports to the design organization, and serving as host to visitors interested in learning more about the design. If these responsibilities appear to add up to a major time-commitment on your part, they might affect the fees you negotiate with the design organization.

3. ***Non-negotiables***: Though this is difficult to pin down contractually, you should try to set forth the "non-negotiables" from the design's point of view -- elements of the design that the school *must* implement, versus elements where the school has some latitude.

4. ***Personnel***: If possible contracts should state who from the design organization will be providing services. At the very least, you need to reserve the right to ask for changes in personnel if you find that particular design organization staff are not meeting your needs.

5. ***Money***: Make sure it is crystal clear what you are paying for and what you are not. Learning mid-year that materials, for example, are not included can create a major budget headache. Also, don't forget about setting a payment schedule that makes sense in the context of your expected cash flow.

6. ***Communication***: Anticipate and plan together *how and when* you will communicate. Will you be working with someone at the local, state or national level? Specifically whom? What is that person's track record for partnerships? What should you do if you have a conflict with your designated

7. ***Intellectual property***: In the event that you terminate your relationship with the design organization, what rights will you have to continue using elements of the design? To avoid complete disruption of your program under these circumstances, you should address this issue contractually. A related concern is status of materials and processes that

are developed at your school in the process of implementing the design. Design organizations, reasonably, are going to want to be able to "export" these to other sites. You will want to ensure that even you retain rights to use these jointly-developed items beyond the term of your contract.

8. ***Term***: Some school leaders say "never contract for more than a year with a design" because you never know how the relationship will turn out. The counterpoint is that designs may offer lower prices (or other benefits) if the contract term is longer. Engage in a frank conversation with the design organization about these tradeoffs.

Keep in mind that this is *not an exhaustive list* of everything that needs to go into a contract, just some of the critical ones specific to this sort of contract. Your attorney can advise you about other standard contract terms to include.

C. Tips for a Successful Service Relationship

- ***Communicate pro-actively***. Follow your plan for communicating, even when things are going well. This will help head off problems before they become serious.

- ***Improve together***. Give each other feedback. Help the design group improve how it works with individual schools. Seek regular, informal feedback from the design group.

- ***Use your resources***. For example, even if it's not required, consider using training resources of the design group for new hires and refresher training.

- ***Expect change.*** Recognize that your school *and* the design are likely to evolve during the relationship. Talk about changing needs as they occur. Consider change essential to making *your* school a great *school*!!

The tools in this Appendix are designed to help you narrow your search for a comprehensive school design that matches your vision and interests. The information is organized into charts that will allow you to quickly determine the following elements of each design:

- goals and primary features of the design [pp.A-3-7]
- student population [p.A-8]
- curriculum [pp.A-9-10]
- instructional methods [pp.A-11-13]
- management and governance [p.A-14-17]
- external relationships [pp.A18-19]
- services provided (and contact information) [pp.A-20-26]
- networking opportunities [pp.A-27-28]
- costs [pp.A-29-31]

The charts in this document will be a useful tool to research comprehensive school designs, but this is not the only resource you will need to make your decision. To provide a brief overview of the designs, we necessarily had to provide greatly abbreviated descriptions, drawing exclusively on information from the Northwest Regional Education Laboratory's first edition of its *Catalog of School Reform Models*.[1] We strongly encourage you to look beyond this tool to learn more about specific designs. In Appendix D you will find information on the *Catalog* and other resources available on this topic.

While there is no one best way to use this tool, we suggest a basic process-of-elimination strategy to search for the right design for your school. For example, if you know that your charter school will only serve the high school grades, first examine the chart on Student Population. You will find that 18 of the 26 designs include grades 9-12. Suppose you are also interested in finding a program that emphasizes the use of practical or "authentic" learning activities. Using the Instructional Methodologies chart you would find that 12 designs emphasize that teaching method, and 10 of those 12 are in your list of designs that serve high school student populations. You have now narrowed the list of 26 designs considerably. Before researching these 10 designs, you may choose to narrow that list even further based on information in the Costs chart or some other part of this tool.

Most of the charts included here profile all 26 designs. But three of the charts — the curriculum, management/governance, and external relationships charts — address only the subset of the designs that emphasize these elements of school design. As a result, these three charts may also help you narrow your search. If you know you are looking for a design that includes a comprehensive strategy for planning, managing, and governing your school, for example, you might begin with the Management/Governance chart.

[1] Except for the information in the "Main Goals and Features" chart which was taken directly from the *Catalog*, this is the Charter Friends National Network's representation of the material in *Catalog*, not that of the NWREL. These charts are a work in progress and will be updated as we learn more about these and other designs.

GOALS AND FEATURES OF COMPREHENSIVE SCHOOL REFORM PROGRAMS

Name of Design	Primary Goal	Main Features
Accelerated Schools	Bring children in at-risk situations at least to grade level by the end of sixth grade	· gifted-and-talented instruction for all students through "powerful learning" · participatory process for whole school transformation · three guiding principles (unity of purpose, empowerment plus responsibility, and building on strengths)
America's Choice School Design	Enable all students to reach internationally benchmarked Standards	· performance standards and reference examinations · five key design tasks (standards and assessments, student learning, teacher training, community supports, and parent-public involvement)
ATLAS Communities	Develop pre K-12 pathways organized around a common Framework to improve learning outcomes for all students	· coherent K-12 educational programs for every student · authentic curriculum, instruction, and assessment · whole-faculty study groups · school/pathway planning and management teams
Audrey-Cohen College / Purpose-Centered Education	Development of scholarship and leadership abilities using Knowledge and skills to benefit students' community and larger world	· student learning focused on complex and meaningful Purposes · students use what they learn to reach specific goals · Constructive Actions (projects serving the community)
Coalition of Essential Schools	Help create schools where students learn to use their minds well	· set of Common Principles upon which schools base their practice · personalized learning · mastery of a few essential subjects and skills · graduation by exhibition · sense of community
Community for Learning	Achieve social and academic success for students by linking schools with community institutions	· collaboration with homes, libraries, museums, and other places where students can learn · coordinated health and human services delivery component · site-specific implementation design · Adaptive Learning Environments Model of instruction

Name of Design	Primary Goal	Main Features
Community Learning Centers	Dramatically increase the achievement of all learners	· powerful learning experiences · active learning environments · personal learning plan for each student · integrated social services · decentralized decision making
Co-NECT Schools	improve achievement in core subjects	· design-based assistance for comprehensive K-12 school reform · customized on-line/on-site training and personal support · national "critical friends" program · leadership processes for whole-school technology integration
Core Knowledge	help students establish a strong foundation of core knowledge for higher levels of learning	· sequential program of specific grade-by-grade topics for core subjects · rest of curriculum (approximately half) left for schools to design
Different Ways of Knowing (Galef Institute)	raise students' academic achievement and improve their attitudes toward school	· interdisciplinary arts-infused curriculum · development of multiple intelligences · promotion of collaborative learning and higher-order thinking · increase in independent research and engaged learning time
Direct Instruction	improve academic performance so that by fifth grade, students are at least a year and a half beyond grade level	· field-tested reading, language arts, and math curricula · highly scripted instructional strategies · extensive training
Edison Project	create innovative schools that operate at current public school spending levels and provide all students with an academically excellent education rooted in democratic values	· contracts with school districts or charter schools · schools within schools · challenging curriculum (traditional and non-traditional approaches) · instruction tailored to meet individual students' needs · emphasis on computer technology

Name of Design	Primary Goal	Main Features
Expeditionary Learning Outward Bound	high achievement for all students	· challenging learning expeditions that involve authentic projects and fieldwork · high expectations for all students · shared decision-making · regular review of student achievement and level of implementation
Foxfire Fund	help teachers implement an academically sound, learner-centered, community-oriented approach to education	· collaborative teaching and learning environment · connections between the classroom and surrounding communities · audience beyond the teacher for student work · activities to meet curricular mandates grow out of learner interests
High Schools That Work	increase the achievement of career-bound students by blending the content of traditional college prep studies with quality vocational and technical studies	· upgraded academic core · common planning time for teachers to integrate instruction · higher standards/expectations
High/Scope Primary Grades Approach to Education	provide children with effective, developmentally sound learning experiences in all curriculum areas and to be sensitive to their backgrounds, strengths, and interests	· small group instruction · active learning · learning centers · observational and portfolio assessment · manipulative materials · technology integration
League of Professional Schools	help schools become democratic institutions focused on student learning	· charter, or schoolwide constitution · covenant, or statement of school's principles of learning · action research, or systematic means of studying effects of programs on student learning
Modern Red Schoolhouse	combine the rigor and values of little red schoolhouse with latest classroom innovations	· challenging curriculum · emphasis on character · integral role of technology · high standards for all · individual education compact for each student

Name of Design	Primary Goal	Main Features
Montessori	help each child reach his or her fullest potential	· multi-age groups · self-correcting, manipulative learning materials · open time and free choice of activity · work matched to child's developmental level · interdisciplinary curriculum · learning driven by child's interest
Onward to Excellence	help schools build capacity through shared leadership for continuous improvement in schools	· school leadership teams · two-year, 10-step improvement process · school profiles (data on student achievement) · effective practices research
Paideia	prepare each student to earn a living, be a citizen of this country and the world, and pursue life-long learning	· Socratic seminars · didactic instruction · one-on-one coaching
Roots & Wings	guarantee that every child will progress successfully through elementary school	· research-based curricula · one-to-one tutoring · family support team · cooperative learning · on-site facilitator · building advisory team
School Development Program	mobilize the entire community of adult caretakers to support students' holistic development to bring about academic success	· 3 teams (school planning and management team, student and staff support team, parent team) · 3 operations (comprehensive school plan, staff development plan, monitoring and assessment) · 3 guiding principles (no-fault, consensus, collaboration)
Success for All	ensure that all children learn to read	· schoolwide reading curriculum · cooperative learning · grouping by reading level (reviewed by assessment every 8 weeks) · tutoring for students in need of extra assistance · family support team

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Name of Design	Primary Goal	Main Features
Talent Development High School with Career Academies	improve achievement and other outcomes for at-risk students in large high schools	· ninth-grade success academy · career academies for grades 10-12 · core curriculum in a 4-day period · twilight school
Urban Learning Centers	create learning environments where high-quality instruction is supported by a well organized school that is strongly connected to its community	· thematic, interdisciplinary curriculum · transitions from school to work and post-secondary education · integrated health and human services on school site · collaborative governance model

STUDENT POPULATIONS SERVED BY COMPREHENSIVE SCHOOL DESIGNS

Name of Design	Pre- K	Elem (K-5)	Middle (6-8)	High (9-12)	Target Population
Accelerated Schools		✓	✓		at- risk students
America's Choice School Design		✓	✓	✓	
ATLAS Communities	✓	✓	✓	✓	
Audrey-Cohen College / Purpose-Centered Education		✓	✓	✓	
Coalition of Essential Schools		✓	✓	✓	
Community for Learning		✓	✓	✓	at- risk and special needs
Community Learning Centers	✓	✓	✓	✓	
Co-NECT Schools		✓	✓	✓	primarily urban schools
Core Knowledge		✓	✓		
Dif Ways of KnowingGalef Inst		✓	✓		Prim. Disadvantaged/linguistic diverse
Direct Instruction		✓			poor perform schools/high poverty areas
Edison Project		✓	✓	✓	
Expeditionary Learning Outward Bound		✓	✓	✓	
Foxfire Fund		✓	✓	✓	
High Schools That Work				✓	career-bound students
High/Scope Primary Grades Approach to Education		✓			
League of Professional Schools		✓	✓	✓	
Modern Red Schoolhouse		✓	✓	✓	
Montessori	✓	✓	✓		
Onward to Excellence		✓	✓	✓	
Paideia		✓	✓	✓	
Roots & Wings	✓	✓			disadvantaged students
School Development Program		✓	✓	✓	
Success for All	✓	✓			disadvantaged students
Talent Development High School with Career Academies				✓	at-risk, large schools, usually urban
Urban Learning Centers	✓	✓	✓	✓	urban schools

*CURRICULUM DESCRIPTIONS FOR COMPREHENSIVE SCHOOL DESIGNS**

Name of Design	Curriculum Description
Accelerated Schools	"enriched" curricula as commonly found in gifted and talented programs
America's Choice School Design	internationally benchmarked standards-based curriculum focused on basics (English, math, science), conceptual mastery, and applications
ATLAS Communities	links elementary, middle and high schools in "pathways"; "basic literacies" but also to help students understand concepts, solve problems, reason, and cherish others and environment; variety of standard and innovative assessment tools
Audrey-Cohen College / Purpose-Centered Education	core subjects (English, math, science, social studies) focus on one "Purpose" each semester (e.g. "We work for good health."); standards are based on 24 "essential abilities" needed to achieve Purposes
Coalition of Essential Schools	curriculum is determined by the school; students should achieve a thorough understanding of a few essential skills and subjects rather than casual acquaintance with many
Community Learning Centers	curriculum defined as all the experiences of the learner, irrespective of place time, or person; based on achieving standards and outcomes through powerful learning experiences
Co-NECT Schools	high expectations in core subjects including math, science, reading, writing, and social studies; practical application of knowledge to authentic problems; sensible use of best technology available
Core Knowledge	Core Knowledge sequence — a common core of concepts, skills, and knowledge in history, geography, mathematics, science, language arts, and fine arts — comprises 50% of curriculum (the other 50% meets state or local requirements or teacher strengths)
Different Ways of Knowing (Galef Institute)	interdisciplinary non-graded modules develop multiple intelligences by integrating social studies and history themes with math, science, and the arts
Direct Instruction	curricula cover all areas; reading, math, and language arts curricula may be implemented separately
Edison Project	world class standards; education in humanities and arts, mathematics and science, ethics, practical skills, and health and fitness; use of the University of Chicago School Mathematics Program and the Success for All reading program
Expeditionary Learning Outward Bound	use of learning expeditions; in-depth investigations of themes or topics that engage students inside and out of the classroom through authentic projects, fieldwork, and service

* This section provide information about curricula offered by 20 of the 26 designs — those for which a curriculum is provided to participating schools or which include significant guidance about schools' curricular choices. The other 6 designs do not include curricula or significant curricular guidance; instead, they focus on instructional methods or school change and management processes.

Name of Design	Curriculum Description
High Schools That Work	high expectations in four years of English, three of math, and three of science; challenging vocational studies; work-based learning opportunities available
High/Scope Primary Grades Approach to Education	learning goals - or "key experiences" - in language and literacy, mathematics, science, music, and movement - provide a framework for sequenced instructional activities
Modern Red Schoolhouse	students master a common, rigorous, standards-based curriculum in basic academic subjects, skills needed to be successful in the workplace, and traditions and history of American and other societies
Montessori	interdisciplinary and interactive curriculum; use of specially designed, manipulative "materials for development" that invite children to engage in learning activities of their own individual choices
Roots & Wings	builds on Success for All for grades 1-5 with MathWings, a practical, constructivist approach to math, and WorldLab, an integrated approach to social studies and science emphasizing simulations and group investigations
Success for All	school-wide reading curriculum with detailed materials for use in the classroom; basals or novels used b y second through sixth grade students; all students required to read at home for 20 minutes per day
Talent Development High School with Career Academies	basic set of academic courses required for all students; ninth grade curriculum features double time in math and English for students with weak preparations; summer school, Saturday school, and after-hours credit school offered
Urban Learning Centers	standards-based, thematic, interdisciplinary curriculum; content, structure and process of curriculum provided for member schools

*INSTRUCTIONAL METHODS USED BY COMPREHENSIVE SCHOOL DESIGNS**

Name of Design	Technol-ogy emphasis	longer school day and year	highly scripted lessons	hands-on/"active" learning	"authentic activities"	one-on-one tutoring	Individualized instruction work matched to child's level	student-driven instruction learner choice of activity	team teaching	use of clusters/ small groups of students	Other Special Features
Accelerated Schools								✓			gifted and talented methods for all; "powerful learning" experiences
America's Choice School Design		✓									planning and results system; quickly identify and address weak spots in student performance
ATLAS Communities				✓	✓		✓				within schools, teachers meet in study groups
Audrey-Cohen College / Purpose-Centered Education								✓			classes organized by "Dimension" (e.g. Values and Ethics, Systems); students achieve standards and purposes by carrying out group or individual "Constructive Actions"
Coalition of Essential Schools					✓		✓				some instructional methods implied in the "Common Principles," (e.g. "teacher as coach"; teaching and learning personalized; use of public exhibitions to show mastery)
Community for Learning					✓		✓	✓	✓	✓	"Adaptive Learning Environments Model"; frequent evaluation; individual learning plans
Community Learning Centers	✓			✓	✓		✓	✓			school acts as "broker" connecting student w/learning experiences inside and outside of school; individual learning plans

*This section provides information about instructional methods that are emphasized by the 26 designs. The absence of a checkmark does not indicate that the design never uses the feature in question, or even that it is not an important aspect of the design, only that the design's descriptive material does not stress the feature.

Name of Design	Technology emphasis	Longer school day/year	highly scripted lessons	hands-on/"active" learning	"authentic activities"	one-on-one tutoring	Individualized instruction/ work matched to child's level	student-driven instruction/ learner choice of activity	team teaching	use of clusters/ small groups of students	Other Special Features
Co-NECT Schools	✓				✓					✓	High expectations; computers in every classroom and on every teacher's desk; Internet access for all teachers; computers connected by a schoolwide local area network
Core Knowledge											designated by individual teachers and schools
Different Ways of Knowing				✓			✓				interdisciplinary instruction; arts-infused teaching strategies
Direct Instruction			✓				✓			✓	lessons are highly interactive with frequent student responses and immediate error-correction
Edison Project	✓	✓								✓	multiple instructional methods and assessments; schools within schools; computer for every family and teacher
Expeditionary Learning Outward Bound				✓	✓				✓		students stay with the same teacher or team of teachers for more than one year
Foxfire Fund				✓	✓		✓	✓		✓	role of teacher is that of facilitator and collaborator; peer teaching and teamwork
High Schools That Work				✓			✓				common planning time for teachers to integrate instruction; increase the use of engaging instructional strategies
High/Scope Primary Grades Approach to Education	✓			✓			✓	✓		✓	observational and portfolio assessment; designated activity areas

Name of Design	Technology emphasis	Longer school day/year	highly scripted lessons	Hands-on/"active" learning	"authentic activities"	one-on-one tutoring	Individualized instruction/ Work matched to child's level	student-driven instruction/ learner choice of activity	team teaching	use of clusters/ small groups of students	Other Special Features
League of Professional Schools											determined by the school community through a democratic process
Modern Red Schoolhouse	✓						✓				individual education compact for each student
Montessori				✓			✓	✓			multi-age groups; 80% open time and free choice of activity
Onward to Excellence											determined by the school community
Paideia						✓				✓	three elements: Socratic seminars, didactic instruction, one-on-one instruction
Roots & Wings			✓			✓					builds on Success for All program; structured instructional approaches
School Development Program											instructional goals and outcomes are developed through the comprehensive school plan process
Success for All			✓			✓	✓				grouped by reading level; cooperative learning strategies; assessment of student progress every eight weeks
Talent Development High School with Career Academies										✓	four-period day allows in-depth instruction and project learning; summer school, Saturday school and after-hours programs offered
Urban Learning Centers	✓			✓	✓					✓	heterogeneously grouped classrooms

*MANAGEMENT AND GOVERNANCE FEATURES OF COMPREHENSIVE SCHOOL DESIGNS**

Name of Design	Approach to Management or Governance
Accelerated Schools	three democratic principles: unity of purpose, empowerment with responsibility, and building on strengths; use of the "Inquiry Process" to improve school; school community determines shared vision
America's Choice School Design	the planning management system aims to make the most efficient use of available resources in order to raise student performance quickly
ATLAS Communities	reorganize the internal structures and decision-making processes within schools to support improved teaching and learning, assessment, professional development, and the creation of a learning community

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* This section provides information about 11 designs for which management and governance constitute one of the most central features of the model. If you are looking for a design that prescribes a particular way of organizing or designing the school, these 11 emphasize such methods.

Name of Design	Approach to Management or Governance
Community for Learning	project coordinator, facilitator, and principal develop a site-specific plan to mobilize the school's resources in support of classroom and community-wide implementation
Community Learning Centers	decision-making is decentralized; partnerships with other programs, agencies and units of government are encouraged; local ownership and input into a Community Learning Center is crucial
Edison Project	Edison responsible for management of the school; authority must be as decentralized as possible; each decision-making unit must be accountable for results

Name of Design	Approach to Management or Governance
High Schools That Work	Teachers, principals, and counselors work together to establish a shared vision, a common process for reorganizing the school, and an implementation plan
League of Professional Schools	participatory governance is valued; teachers and school leadership create a "constitution" outlining the structures, conditions, and procedures for democratic, school-wide decision making incorporating the school's principles of learning
Onward to Excellence	a school leadership team composed of the principal, selected school staff, community members, and students (secondary schools only) is formed to lead the school and community through the improvement process
School Development Program	three principles guide school improvement process: no-fault approach to problem-solving, consensus decision making, and collaboration; principal and teams (management, student and staff support, and parent teams) have input in the management

Name of Design	Approach to Management or Governance
Urban Learning Centers	empowerment of and collaboration among all learning community members is one of three essential components to the design

PARENT/COMMUNITY INVOLVEMENT IN COMPREHENSIVE SCHOOL DESIGNS

Name of Design	Parent/Community Involvement	Human Service Integration/ Family Centers
Accelerated Schools	parent and community involvement is built into participatory governance structure	
America's Choice School Design	parent-public involvement is one of five design elements	
ATLAS Communities	parent and community involvement is integral to ATLAS approach	many schools have family centers
Audrey-Cohen College / Purpose-Centered Education	students "constructive actions" must benefit community; parents become Purpose Experts, helping further student achievement in classrooms and community	
Coalition of Essential Schools	Parental involvement encouraged	
Community for Learning	collaboration with homes, libraries, museums, and others integral to model	coordinated health and human services delivery component
Community Learning Centers	partnerships w/ outside institutions are central; schools are "headquarters for community learning," offering early childhood/adult education programs and staying open long hours/year-round; parents involved in school governance	social services are integrated with education through agreements for collaborative services and shared costs, revenues, and location
Co-NECT Schools	Parental involvement encouraged	
Core Knowledge	parent involvement regarded as critical to model; parents involved in governance, goal-setting and even lesson-planning	
Different Ways of Knowing (Galef Institute)	parents and community members involved in professional development activities	
Direct Instruction	design's description does not emphasize parental involvement	
Edison Project	regular parent communication one of 10 design elements; Parent Advisory Board	
Expeditionary Learning Outward Bound	opportunities for parents and community to be involved in students' learning expeditions	
Foxfire Fund	continuous interaction between students and their communities promoted by this learner-centered approach	

Name of Design	Parent/Community Involvement	Human Service Integration/ Family Centers
High Schools That Work	parents are expected to help their children select a schedule that reflects HSTW principles	
High/Scope Primary Grades Approach to Education	parent and community involvement encouraged in workshops, classrooms and other ways	
League of Professional Schools	parental involvement encouraged, but decisions ultimately made collectively by staff	
Modern Red Schoolhouse	parents agree to help take responsibility for student performance through individual Education Compacts; community helps define character-development component	
Montessori	parents take part in orientations, discussions, open houses, observations, publications	
Onward to Excellence	parents often serve on leadership teams; input of parents and community members sought for key decisions	
Paideia	parents are encouraged to be involved in classes	
Roots & Wings	family support team works to increase strong school-home connections	integrated health and social services and family support are provided
School Development Program	parent team; parents serve on school planning and management team; in general, parental involvement is central to the program	goal to foster healthier relations between school and home; Student and Staff Support Team includes social workers, counselors, special education teachers, and other staff with child development and mental health backgrounds
Success for All	family support team works to increase parental involvement	Family Support Team encourages parental involvement, and intervenes when problems at home interfere with a child's progress in school
Talent Development High School with Career Academies	incorporates the Epstein six-fold parent/school partnership approach	
Urban Learning Centers	parental involvement in governance; school/home partnerships; adult programs on K-12 campus	health and human services are integrated at the school site

CONTACTS, INITIAL/ONGOING SERVICES FROM COMPREHENSIVE SCHOOL DESIGNS

Name of Design	Location of Headquarters and Regional Offices	Initial Training	Ongoing Assistance
Accelerated Schools **Rod Kissinger** **National Center for the Accelerated Schools Project** **Stanford Univ., CERAS 109** **Stanford, CA 94305-3084** **Phone: 650-725-1676** **Fax: 650-725-6140** **E-mail: hfcys@forsythe.standford.edu** **Web site: www-leland.standford.edu/group/ASP**	National Center for Accelerated Schools at Stanford University; 12 satellite centers across the country based in state departments of education, universities, and school districts	A principal, designated coach, and a school staff member are trained; training involves a 5-day summer workshop, two 2-day sessions on Inquiry and Powerful Learning, and ongoing mentoring; coach provides two days of initial training for whole school	the coach provides the equivalent of four days of additional training during the first year; weekly meeting time-about 36 hours per year; structured self-evaluation through Assessment Toolkit
America's Choice School Design **Pat Harvey** **National Center on Education and the Economy** **700 11th Street N.W., Suite 750** **Washington, DC, 20001** **Phone: 202-783-3668** **Fax: 202-783-3672** **Web site: http://www.ncee.org.**	National Center for Education and the Economy in Washington, DC.; other main offices in NY, Texas, CA; center has regional coordinators around the country	design trains 1-2 staff members in intensive multi-week training; these staff members then train staff	design coach and literacy coordinator provide continuing support; design team provides up to 7 days per year of on-site technical assistance
ATLAS Communities **Reggie Silberberg** **55 Chapel Street** **Newton, MA 02158** **Phone: 617-618-2401 or 617-969-7101, ext. 2401** **Fax: 617-969-3440** **E-mail: rsilberberg@edc.org** **Web site: www.edc.org/FSC/ATLAS**	central office in Newton, Massachusetts	initial three- to five-day institute on-site for all faculty members	site developers and Community Study Group Specialist assigned to each "pathway" (ATLAS works primarily with groups of schools called "pathways")
Audrey-Cohen College / Purpose-Centered Education **Janith Jordan** **75 Varick Street** **New York, NY 10013-1919** **Phone: 212-343-1234, ext. 3400** **Fax: 212-343-8472** **E-mail: JanithJ@aol.com** **Web site: http://www.audrey-cohen.edu**	headquarters are at Audrey Cohen College in NYC; the College assigns a liaison to every district with schools using the design	initial five-day training for administration and staff	8 on-site professional development visits in 1st year, then 6, then 5, then it depends; a district liaison is assigned to work with school community

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Name of Design	Location of Headquarters and Regional Offices	Initial Training	Ongoing Assistance
Coalition of Essential Schools **Amy Gerstein, Executive Director** **Coalition of Essential Schools** **Brown University** **Box 1969** **Providence, RI 02912** **Phone: 401-863-3384** **Fax: 401-863-2045** **Web site: http://www.ces.brown.edu**	National Center at Brown University; more than 20 regional centers around the country; 150+ practitioner-assisters	summer institutes and "Treks" (year-long school change experiences for teams of teachers)	collaboration and training over a period of a year or more; most regional centers provide on-site coaching upon request; Coalition seeks out exemplary practices and shares with other schools
Community for Learning **Cynthia Smith** **Laboratory for Student Success** **1301 Cecil B. Moore Avenue** **Philadelphia, PA 19122-6091** **Phone: 800-892-5550** **Fax: 215-204-5130** **E-mail: lss@vm.temple.edu** **Web site: http://www.temple.edu/LSS**	Temple University Center for Research in Human Development and Education	initial 2-day planning meeting with facilitators and principals; 4-day workshops about training and classroom preparation for teachers	10-15 days of on-site professional development. and technical assistance on as-needed basis; project coordinator, facilitators, principals and successful CFL teachers assist with professional development
Community Learning Centers **David Alley, President** **Designs for Learning** **1355 Pierce Butler Route** **St. Paul, MN 55104** **Phone: 612-645-0200** **Fax: 612-645-0240** **Email: david@designlearn.com**	Headquarters at the consulting firm, Designs for Learning, in St. Paul, MN	initial training provided by Designs for Learning staff; school stakeholders learn about CLC concepts, developing their own version of what the CLC will look like in their community	staff development, consultation, technical support provided on-site and through electronic communications by Designs for Learning staff during the first 2-3 years
Co-NECT Schools **Tricia Ferry** **70 Fawcett Street** **Cambridge, MA 02138** **Phone: 617-873-5612** **Fax: 617-873-2589** **E-mail: Info@co-nect.bbn.com** **Web site: http://co-nect.bbn.com**	Headquarters in Cambridge, Massachusetts; one regional office in South Florida with additional regional offices planned (two to three per year)	introductory workshops for the school leadership and school "design teams"	local site directors conduct training workshops through the year; telephone and e-mail support provided; Co-NECT Tech, a program to help school leaders design processes to integrate technology into curriculum

Name of Design	Location of Headquarters and Regional Offices	Initial Training	Ongoing Assistance
Core Knowledge **Constance Jones, Director of School Programs** **Core Knowledge Foundation** **801 East High Street** **Charlottesville, VA 22902** **Phone: 804-977-7550** **Fax: 804-977-0021** **E-mail: jonescore@aol.com**	Headquarters in Charlottesville, Virginia; prototype regional center at Trinity University in San Antonio, Texas; cadres of trainers in Texas, Florida, Maryland, Ohio, and Colorado	3-5 day on-site intensive training for teachers and administrators	workshops, mentorships, and follow-up site visits
Different Ways of Knowing **Sue Beauregard or Amy Berfield** **The Galef Institute** **11050 Santa Monica Blvd.Los Angeles, CA 90025-3594** **Phone: 310-479-8883** **Fax: 310-473-9720** **E-mail: sue@galef.org or amy@galef.org**	The Galef Institute: Los Angeles and Kentucky	3-day summer session for teachers and administrators; 3 - 4 one day professional development workshops conducted through the first year	monthly visits from a team of DWoK coaches to observe, offer feedback, give demonstration lessons, and facilitate group support study meetings; this team trains local team to build long-term internal capacity
Direct Instruction **Bob Fox** **National Institute for Direct Instruction** **805 Lincoln Street** **Eugene, OR 97401** **Phone: 541-485-1973** **Fax: 541-683-7543** **(for other contacts see NWREL catalog)**	National Institute for Direct Instruction in Eugene, Oregon; and JP Associates in New York; various independent trainers around the country	one week pre-implementation session	implementation managers visit at least 4 days per month for on-site coaching, observation, and modeling; they also identify and train teachers to be peer coaches
Edison Project **Debra Doorack** **The Edison Project** **521 Fifth Avenue, 16th Floor** **New York, NY 10175** **Phone: 212-309-1600** **Fax: 212-309-1604** **E-mail: debra_doorack@edisonproject.com** **Web site: http://www.edisonproject.com**	National headquarters in New York and regional representatives in major geographical regions	initial professional development training for teachers/principals; six-week summer session for all teachers	mentoring by colleagues; teaching by professional development specialists from the Edison Project; peer tutoring by teachers at other partnership schools; independent instruction from sources identified by teachers

Name of Design	Location of Headquarters And Regional Offices	Initial Training	Ongoing Assistance
Expeditionary Learning Outward Bound **Meg Campbell** **122 Mt. Auburn Street** **Cambridge, MA 02138** **Phone: 617-576-1260** **Fax: 617-576-1340** **E-mail: meg_campbell@elob.ci.net** **Web site: http://hugse1.harvard.edu/~elob**	Main offices in Cambridge, Mass. And Garrison, New York; staff stationed on-site in nine states; eleven Outward Bound schools and centers serve as regional offices and training centers	two day leadership institute for school leaders	at least 20 days on-site technical assistance and professional development. every year for the first three years; five-day summer institute to help teachers plan learning expeditions
Foxfire Fund **Christy Stevens, Coordinator of Teacher Support Services** **P.O. Box 541** **Mountain City, GA 30562** **Phone: 706-746-5828** **Fax: 706-746-5829**	National offices are in Mountain City, Georgia. Regional networks, local teacher alliances, national membership, and whole school sites are also in place.	workshops and courses: the introductory course requires 50 hours of class time and follow-up meetings over the school year	after the introductory course, at least two follow-up meetings are held; two or more site-visits; additional support programs
High Schools That Work **Gene Bottoms, Senior Vice President** **Southern Regional Education Board** **592 Tenth Street, N.W.** **Atlanta, Georgia 30318-5790** **Phone: 404-875-9211** **Fax: 404-872-1477** **Web site: http://www.sreb.org**	Headquarters at Southern Regional Education Board in Atlanta, Georgia; HSTW also has 21 member states, as well as many other sites nationwide that implement the program; each HSTW site has a local level coordinator	2-day site development workshop; 4-day annual national conference; 3-day retreat for school leaders; 2 weekend workshops	year one: at least 2 follow-up visits; year two, 3-day team technical assistance visit; year three, assistance in using data to update action plans and receive tech assistance and training
High/Scope Primary Grades Approach to Education **Charles Wallgren** **High/Scope Educational Research Foundation** **600 North River Street** **Ypsilanti, Michigan 48198** **Phone: 734-485-2000** **Fax: 734-485-0704** **E-mail: info@highscope.org** **Web site:** www.highscope.org	High/Scope Educational Research Foundation in Ypsilanti, Michigan	one-week preservice training involving entire school staff (parents invited to attend) for general overview	on-site inservice training sessions over a three-year period at least three times a year to conduct workshops, observe classrooms, and present feedback

Name of Design	Location of Headquarters And Regional Offices	Initial Training	Ongoing Assistance
League of Professional Schools **Lew Allen** **124 Aderhold Hall** **University of Georgia** **Athens, GA 30602** **Phone: 706-542-2516** **Fax: 706-542-2502** **E-mail: lewallen@uga.cc.uga.edu** **Web site: under development**	Headquarters at the University of Georgia; separate organizations in Florida, Nevada, and Washington	team of six (including principal) sent to 2-day orientation; member schools have 3 other opportunities. for training each year; 4 conferences; summer institutes	once a year site-visit by League staff member, university associate, or school practitioner to observe, coach and reflect with teachers; additional training upon request; Information Retrieval System
Modern Red Schoolhouse **Karen White, Production Manager** **208 23rd Avenue North** **Nashville, TN 37203** **Phone: 615-320-8804** **Fax: 615-320-5366** **E-mail: kwhite@mrsh.org** **Web site: http://www.mrsh.org**	Headquarters in Nashville, TN; staff, senior consultants and National Faculty are based in Florida, Indiana, Massachusetts, New York, Pennsylvania, Texas, and Tennessee	During first 2 years, MRSh consultants are on-site 30 days a year, including summer training; basic training for staff is 5 days; for MRSh task forces, 1 day; for leadership teams, 3 days	years 2-4, on-site tech assistance for 20 days per year; MRSh staff and consultants available via hotline, fax and email; full-time field manager permanently on-site where there are 8 or more schools in metro area
Montessori **David Kahn** **Montessori Public School Consortium, NAMTA** **11424 Bellflower Road** **Cleveland OH 44106** **Phone: 216-421-1905** **Fax: 216-421-8193** **E-mail: namtamail@aol.com** **Web sites:** http://www.cyberdrive.net/~mashani/natma.html **http://www.montessori.org**	no common fiscal or organizational agency; however, there is a Montessori Public School Consortium and North American Montessori Teachers' Association in Cleveland, Ohio	Association Montessori Internationale offers teacher training at 16 institutes around US and 18 abroad; American Montessori Society offer training at approximately 50 US cities; AMI or AMS training lasts one academic year	follow-up visits and/or seminars for 1st year teachers by training personnel; full-time program coordinator experienced in Montessori education
Onward to Excellence **Bob Blum** **Northwest Regional Educational Laboratory** **School Improvement Program** **101 SW Main Street, Suite 500** **Portland, Oregon 97204** **Phone: 503-275-9615** **Fax: 503-275-9621** **E-mail: bblum@nwrel.org** **Web site: http://www.nwrel.org/scpd/ote**	headquarters at the Northwest Regional Educational Laboratory in Portland, Oregon	Seven workshops over 2 years for central office administrators, teacher leaders, community members, representatives from an external support agency (1st workshop), school leadership teams, facilitators, and external support teams; each workshop 1-2 days	coaching for school leadership teams follows each workshop provided by school improvement facilitators; OTE trainers provide coaching to facilitators

Name of Design	Location of Headquarters and Regional Offices	Initial Training	Ongoing Assistance
Paideia **Terry Roberts** **National Paideia Center** **School of Education CB #8045** **University of North Carolina- CH** **Chapel Hill, NC 27599-8045** **Phone: 919-962-7379** **Fax: 919-962-7381** **E-mail: npc@.unc.edu** **Web site: http://www.unc.edu/paideia/**	National Paideia Center at the University of North Carolina at Chapel Hill	NPC provides 25-35 person days of on-site assistance for training and follow-up implementation visits; 4 days of training in summer; teachers, administrators and parents involved	NPC staff follow up the original training with monthly on-site technical support
Roots & Wings **Johns Hopkins University** **3505 North Charles Street** **Baltimore, MD 21218** **Phone: 1-800-548-4998** **Fax: 410-516-0543** **E-mail: info@successforall.com** **Web site: http://www.successforall.com**	National Center at John Hopkins University in Baltimore MD	all teachers receive detailed manuals; 3 days of training at beginning of school year by Roots and Wings trainers	follow-up visits by project trainers who visit classrooms, meet with staff, and conduct presentations; building facilitator organizes informal sessions to allow communication between teachers
School Development Program **Charlene Vick** **55 College Street** **New Haven, CT 06510** **Phone: 203-737-4016** **Fax: 203-737-4001** **E-mail: charlene.vick@yale.edu** **Web site: http://info.med.yale.edu/comer**	National Center at Yale University; Regional Professional Development Centers in Cleveland, San Francisco, and Prince George's County (Maryland); partnerships with universities and urban school districts in Cleveland, San Francisco, and New Orleans.	district facilitators and principals attend a week-long workshop in May before first year of implementation; another week-long session the following February	facilitators and principals responsible for training school staffs; assisted upon request by national or regional staffs; Principal's Academy at the end of the first year of implementation
Success for All **Johns Hopkins University** **3505 North Charles Street** **Baltimore, MD 21218** **Phone: 1-800-548-4998** **Fax: 410-516-0543** **E-mail: info@successforall.com** **Web site: http://successforall.com**	National Center at Johns Hopkins in Baltimore; regional centers: University of Memphis (Tenn.), WestEd (a regional lab in San Francisco serving CA and Nevada), and Education Partners (in San Francisco serving Colorado, Idaho, New Mexico, Oregon, and Wash.	week-long training session at Johns Hopkins for principal and facilitator; in August, on-site visit by project staff for 3 days of intensive training for full school staff	trainers conduct numerous follow-up visits to work with teachers and facilitator; over time facilitator assumes most of the coaching and problem-solving role

Name of Design	Location of Headquarters and Regional Offices	Initial Training	Ongoing Assistance
Talent Development High School with Career Academies **James M. McPartland** **TDHS, Johns Hopkins University** **3003 North Charles Street, Suite 200** **Baltimore, MD 21218** **Phone: 410-516-8800** **Fax: 410-516-8890** **E-mail: jmcpartlan@csos.jhu.edu**	Implementation teams available from Johns Hopkins and Howard Universities; several regional laboratories (WestEd, NCREL, SERVE) have taken initial steps to provide implementation assistance in their regions	School administrators and faculty plan and attend a 2-day retreat in which program staff provide technical assistance; program facilitator assigned to school	program facilitator and program staff provide on-going coaching and technical assistance
Urban Learning Centers **Greta Pruitt or Judy Johnson** **315 West 9th Street, Suite 1110** **Los Angeles, CA 90015** **Phone: 213-622-5237** **Fax: 213-629-5288** **Web site: http://www.lalc.K12.ca.us**	National Center based at the Los Angeles Educational Partnership	Extensive on and off-site professional development in the first year for all staff members and selected parents	continued on and off-site professional development

COMMUNICATIONS, NETWORKING SERVICES FROM COMPREHENSIVE SCHOOL DESIGNS

Name of Design	Conferences	Web Site	Electronic network: Email/ Listserv	Newsletter/ Other Publications	Other/Special Networking Services
Accelerated Schools	✓	✓	✓	✓	networking opportunities enable participating school communities to interact with each other on a regular basis
America's Choice School Design	✓	✓		✓	Special network for principals
ATLAS Communities		✓			Annual Principals' Institute; regional institutes; cross-site institutes; whole-faculty study groups
Audrey-Cohen College / Purpose-Centered Education		✓	✓	✓	
Coalition of Essential Schools	✓	✓		✓	Regional centers offer networking opportunities for member schools; "treks" - year long school change experiences for teams of teachers
Community for Learning	✓		✓	✓	
Community Learning Centers		✓	✓		
Co-NECT Schools	✓	✓			
Core Knowledge	✓	✓		✓	
Different Ways of Knowing (Galef Institute)	✓	✓	✓	✓	
Direct Instruction	✓			✓	
Edison Project		✓	✓		

Name of Design	Conferences	Web Site	Electronic network: Email/ Listserv	Newsletter/ Other Publications	Other/Special Networking Services
Expeditionary Learning **Outward Bound**	✓		✓	✓	Site-visits and seminars at other ELOB schools
Foxfire Fund	✓	✓		✓	National and regional networks, local teacher alliances
High Schools That Work	✓	✓		✓	Teleconferences that link developing HSTW schools with successful sites
High/Scope Primary Grades Approach to Education	✓	✓		✓	
League of Professional Schools	✓	✓		✓	
Modern Red Schoolhouse	✓	✓		✓	
Montessori	✓	✓	✓	✓	
Onward to Excellence		✓			Annual trainer update workshop; training agencies facilitate networking among school leadership teams, support teams, and staff
Paideia	✓	✓	✓	✓	
Roots & Wings	✓	✓		✓	Member schools create local support networks, experienced schools become mentors for new schools
School Development Program		✓		✓	Variety of teleconferencing strategies including satellite broadcasts and desktop video-conferencing
Success for All	✓	✓		✓	
Talent Development High School with Career Academies		✓			Local network of TDHS schools, national network
Urban Learning Centers		✓	✓	✓	1-800 hotline for technical support, resource library

COST INFORMATION ON COMPREHENSIVE DESIGN SERVICES

Name of Design	Approximate First-Year Costs*	Cost Details	Required Staffing
Accelerated Schools	$13,000-$15,000	$13-$15k/ year for basic agreement plus 2 days release time for all staff for ongoing training: release time for 4 days/year training for all staff; 25% of coach salary; school can also contract for additional services	
America's Choice School Design	$65,000	$65k / year plus hiring 2-3 required staff assuming 500 student school; schools may contract for other services	"Design coach" coordinates implementation. Full-time on-site Literacy Coordinator (for K-8 schools), Community Outreach Coordinator and School-to-Career Coach (for high schools). May need to provide tutoring.
ATLAS Communities	$40,000-$50,000	$40-$50k / year depending upon number of schools involved	In conventional public systems, district must appoint a part- or full-time coordinator (depending ton the number of schools involved). ATLAS provides a Site Developer and a Community Study Group Specialist
Audrey-Cohen College / Purpose-Centered Education	$51,000	$7k licensing fee. $44k for first year; declining each year thereafter to $10k + materials in year four	
Coalition of Essential Schools	$50,000	varies; $50k a year a good estimate for a full program	
Community for Learning	$30,000	$30k for first year; $15k for second year; $10k for third year assuming 500-600 person school	Each school has full-time facilitator Regular and specialist teachers work in teams
Community Learning Centers	$50,000-$60,000	varies; $50-$60 start-up costs for a new school	
Co-NECT Schools	$50,000 assuming 30 teachers (plus up to $125,000 for technology)	assuming a faculty of 30: $50k in first year declining to $40k in third year; plus costs of attending trainings and national meetings; required technology can cost $125k/ year for four years	
Core Knowledge	$10,000	initial training $6k in fees and travel; materials $200/teacher plus additional materials as needed; teachers encouraged to attend national conference and other events	
Different Ways of Knowing (Galef Institute)	$35,000	$35k/ year for 1st three years; higher with faculties greater than 20	
Direct Instruction	see Cost Details column	$65k/ year for 5 years plus $125/student for materials	

Name of Design	Approximate First-Year Costs*	Cost Details	Required Staffing
Edison Project	see Cost Details column	No upfront costs, school pays Edison per-pupil revenues it receives; Edison invests in schools prior to opening (e.g. technology)	
Expeditionary Learning Outward Bound	$78,750	Assuming 25 or fewer teachers, approximately $3,150 per teacher in first year; for schools with more than 25 teachers, $2150 for each teacher after the first 25; second year costs are typically 10-20% lower; third year costs 10-20% lower again	
Foxfire Fund	$18,000-$28,000	Introductory course, $350-$550 per teacher.; a schoolwide Level One course, including 50 hours of class time, two follow-up visits, and all materials and supplies would cost $10-13k; Pre-Level One workshops are available for $1 - $4k	
High Schools That Work	$25,000-$35,000	$25-$35k/ year for three years; includes site development conference, planning, technical assistance visits, staff and curriculum development, training and resource materials, team conference registration, assessment package, evaluative study	
High/Scope Primary Grades Approach to Education	$21,716	First year costs typically total $21,716; second year costs $17,716; third year costs $17,716	
League of Professional Schools	$1,000	Annual membership fee of $1,000; entitles schools to send teams of 6 teachers to conferences; also covers one-day on-site visit by a League staff member, access to Info Retrieval System, telephone consultations, and newsletter	
Modern Red Schoolhouse	$30,000 to $80,000 (plus $25,000 to $300,000 for technology)	$30k to $80k to provide 10-30 days technical assistance per year; teacher stipends for 5 days in summer and 5-8 professional development days; depending on current technology $25k-$300k over 3 years. for technology	technology coordinator must be added to the staff
Montessori	see Cost Details column	Training costs per teacher approximately $5-$6k; materials $17k-$25k; shelving, small tables, chairs $4k-$6k; miscellaneous equipment and books $1-$2k; annual maintenance $800	full-time program coordinator; paraprofessional classroom assistants

Name of Design	Approximate First-Year Costs*	Cost Details	Required Staffing
Onward to Excellence	$15,000-$16,500 does not include materials, professional development	Within northwest region: fee for all 7 workshops plus technical assistance $15k (plus travel exp. for trainer); outside region: $16.5k plus travel expenses; other costs: school improvement facilitator, release time, professional. development, materials	part-time school improvement facilitator
Paideia	$50,000-$70,000 assuming 35 teachers	Costs vary; first year (Paideia Seminar) $50-$70k; second year (Intellectual Coaching) $40-$50k; third year (Assessment) $30-$40k; figures based on school with 35 faculty members	full-time Paideia facilitator
Roots & Wings	$70,000	First year $70k (for a school of 500) for reading program; second year schools generally add either MathWings or WorldLab, with costs dropping slightly; third year, implement remaining component, and costs drop slightly again	full-time facilitator; Family Support Team; Building Advisory Team; and tutors
School Development Program	$15,000	Flat fee of $15k per participating entity for 5 people to go to both of the week-long workshops at Yale; also covers two on-site visits by a program staff member; school must cover release time and travel expenses to Yale and for the on-site visits	school planning and management team (administrators, teachers, support staff, parents, and others), student and staff support team (social workers, counselors, special ed. teachers), parent team (parents). Also, full-time program facilitator recommended.
Success for All	$70,000	Average costs for materials and training are $70k during first year; $28k for the second year; $21k the third	building advisory committee; full-time facilitator; family support team; tutors
Talent Development High School with Career Academies	see Cost Details column	Costs vary; general estimate: 1 - 2% of total school budget for annual costs to plan and implement management and school organization phases; costs of second phase (redesigned curriculum and instruction) likely to be 3-5% of total budget	management team leaders (could be an existing Vice Principal or Department Chair)
Urban Learning Centers	$27,000-$99,000 does not include technology	Fees range from $27-$99k depending on number of teachers and school level; fees include costs of training, expenses, and materials; school may incur release time for professional development and technology purchases	full-time staff member to coordinate implementation of design

AN INTRODUCTION TO THE COMPREHENSIVE SCHOOL REFORM DEMONSTRATION PROGRAM

Charter schools now have an opportunity to receive at least $50,000 a year, renewable for up to three years, if they participate in the federal Comprehensive School Reform Demonstration (CSRD) program. The funds are available on a competitive basis to any public school adopting a "comprehensive school design": a model for the design of an entire school that is based on research and effective practice. Since all charter schools are engaged in comprehensive efforts to educate children in more effective ways, this grant program presents a special opportunity for charter schools.

You can use CSRD funds to pay for activities central to your school's success, like:

- curriculum and instructional design
- intensive professional development for your teachers
- materials and equipment central to your chosen school design
- ongoing technical assistance from outside experts
- help with assessment and evaluation.

For Fiscal Year 1998, Congress appropriated $120 million (Section 1502 funds) to support comprehensive designs in schools eligible for Title I funds. Through the Fund for the Improvement of Education (FIE) an additional $25 million is available to *all* public schools, including those eligible for Title I. Funds are available from July 1, 1998 through September 30, 2000. Appendix A lists how much money is available in your state.

General Eligibility Requirements

Who is Eligible:

- Each state is eligible for CSRD funds, but exact procedures for applying for the funds will vary from state to state. To learn more about the process in your state, contact the person listed in Appendix A or get in touch with a charter school resource organization in your state.
- There are three issues you will need to explore to determine your eligibility:

  ⇒ *Are any funds reserved for charter schools?* The Friends Network has advocated that states reserve a portion of CSRD funds for charter schools. If your state has done so, you will follow a special application procedure.

  ⇒ *Are you eligible as a "local education agency" (LEA) or as a school within an LEA?* If your state treats charter schools as LEAs for purposes of federal funding, you may apply directly to the state for these grants, just like other LEAs. If your state treats charter schools as part of existing LEAs, you must apply as part of your LEA on the same basis as other public schools.

⇒ *What types of funds are you eligible for?* As noted in the overview, there are two types of funds in the CSRD program. If you are eligible for Title I, you are generally eligible to receive both types of funds (Section 1502 funds and FIE funds). Otherwise, you are only eligible for the funds available to all public schools (FIE funds).

Choosing a Qualifying School Design:

To apply for these funds, you must be planning to adopt or be in the process of adopting a "comprehensive school design." The legislation encourages schools to examine successful, externally developed comprehensive school designs like Accelerated Schools, the New American School designs, Montessori, Paideia, or many others. While schools may also use models they have developed themselves, to be eligible for the CSRD funds the designs must be based on rigorous research and meet specific criteria. To be considered comprehensive, a program must coherently integrate all of the following nine components:

1. Effective, research-based methods and strategies
2. Comprehensive design with aligned components
3. Professional development
4. Measurable goals and benchmarks
5. Support within the school
6. Parental and community involvement
7. External technical support and assistance
8. Evaluation strategies
9. Coordination of resources (how other resources available to the school will be utilized to coordinate services to support and sustain the comprehensive design)

Technical Assistance:

In order to receive CSRD funding, a school must receive continual, high-quality external assistance from a comprehensive school design entity with expertise in school-wide improvement. This assistance may come from a university, developers of comprehensive school designs, Regional Educational Laboratories and Comprehensive Regional Assistance Centers, or other external entities.

Applying for CSRD funds

States will provide competitive grants to schools (or LEAs on behalf of specific schools) that are ready to adopt comprehensive designs. If your charter school is treated as part of an LEA for purposes of this program, you need to approach your LEA to find out the process schools must go through to participate. If your charter school is treated as an LEA, you will submit an application directly to the state that includes such elements as:

- *Description of the program to be implemented*: Describe the research-based comprehensive school design, specifically identifying any externally developed models included in the program. Demonstrate how the program integrates all of the nine components listed above.

- *Demonstrating need:* Because the purpose of the legislation is to support schools that need to improve student achievement, the school must demonstrate its need to engage in comprehensive reform.
- *Resources for implementation:* Describe the technical assistance and other support that will be provided for the effective implementation of the program selected.
- *Evaluation strategies:* Describe how you would evaluate the implementation of the chosen comprehensive school design and how you would measure students' academic improvement.

Contact your state education agency (see attached contact information) to learn more about the application process in your state.

Resources and Contact Information

The U.S. Department of Education
The U.S. Department of Education has a web site for the Comprehensive School Reform Demonstration Program (http://www.ed.gov/offices/OESE/compreform/).

State Education Agencies
Each State education agency can also provide information about CSRD funds. States are responsible for providing assistance and support to schools throughout the process of assessing needs, selecting a design, applying for funds, implementing a comprehensive program, and evaluating its effectiveness. See Appendix A for a list of contact information and funding allocations for each charter state.

Charter Friends National Network publications (order using the attached form or use Internet addresses)

- *If the Shoe Fits: A Guide for Charter Schools Considering Adoption of a Comprehensive School Design* (Charter Friends National Network, May 1998) – a practical guide for charter school operators considering possible partnerships with comprehensive school design organizations. On the Friends Network's website (http://www.charterfriends.org/shoefits.html).

- *Making Matches that Make Sense: Opportunities and Strategies for Linking Charter Schools and Comprehensive School Design Organizations* (Charter Friends National Network, May 1998) – a policy paper identifying both opportunities and strategies for linking charter schools and comprehensive school design organizations. On the web (http://www.charterfriends.org/matches.html).

Northwest Regional Educational Laboratory (NWREL)'s *Catalog of School Reform Models*
NWREL's website (http://www.nwrel.org/csrdp/) offers descriptions of school designs, contact information for service providers, a listing of Northwest sites, descriptions of the types of assistance available, and Internet links to articles about reform models. Included on this site is *The Catalog of School Reform Models: First Edition* which provides information on 26 whole-school

reform models and 18 skill- and content-based models, including those models referenced in the legislation. The catalog can also be ordered from the Friends Network using the attached form.

North Central Regional Educational Laboratory (NCREL)'s Website
NCREL's Comprehensive School Reform website (http://www.ncrel.org/csri) also provides CSRD program information, including tools to help schools think through their need and readiness for comprehensive school designs.

Videotapes about Comprehensive Designs
This collection of tapes was recorded at CSRD design model workshops for schools and districts contemplating comprehensive school reform. They include both series of in-depth individual model tapes and two overview interview tapes that give short summaries of the models named in the legislation. These tapes are available through Regional Education Laboratories across the country.

Laboratory for Student Success (LSS)
LSS (http://www.temple.edu/LSS/csr.htm) provides information, technical professional development, and implementation assistance. Some on-line resources include: an interactive area that helps you identify the characteristics of your "ideal" school design; *Achieving Student Success: A Handbook of Widely Implemented Research-Based Education Reform Models*; and descriptions of twelve widely implemented research-based innovative programs.

STATE EDUCATION AGENCY CONTACTS AND ALLOCATION AMOUNTS

Alaska Department of Education
Suite 200
801 West 10th Street
Juneau, AK 99801-1894
(907) 465-2800
FAX: (907) 465-4156
URL: http://www.educ.state.ak.us
Allocation: $358,768

Arizona Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 542-5460
FAX: (602) 542-5440
URL: http://ade.state.az.us
Allocation: $2,218,972

Arkansas Department of Education
General Education Division
Room 304 A
Four State Capitol Mall
Little Rock, AR 72201-1071
(501) 682-4204
FAX: (501) 682-1079
URL: http://arkedu.k12.ar.us/
Allocation: $1,415,794

California Department of Education
Fourth Floor
721 Capitol Mall
Sacramento, CA 94244-2720
(916) 657-4768
FAX: (916) 657-4975
E-Mail: webmaster@goldmine.cde.ca.gov
URL: http://goldmine.cde.ca.gov
Allocation: $16,293,800

Colorado Department of Education
201 East Colfax Avenue
Denver, CO 80203
(303) 866-6600
FAX: (303) 830-0793
URL: http://www.cde.state.co.us
Allocation: $1,508,497

Connecticut Department of Education
Room 305
State Office Building
165 Capitol Avenue
Hartford, CT 06106-1630
(860) 566-5061
FAX: (860) 566-8890
URL: http://www.aces.k12.ct.us/csde
Allocation: $1,392,766

Delaware Department of Education
John G. Townsend Building
P.O. Box 1402
Federal and Loockerman Streets
Dover, DE 19903-1402
(302) 739-4601
FAX: (302) 739-4654
URL: http://www.doe.state.de.us
Allocation: $353,690

District of Columbia Public Schools
The Presidential Building
415 12th Street, NW
Washington, DC 20004
(202) 724-4222
FAX: (202) 724-8855
URL: http://www.k12.dc.us
Allocation: $382,439

Florida Department of Education
Room PL 08
Capitol Building
Tallahassee, FL 32301
(904) 487-1785
FAX: (904) 488-1492
URL: http://www.firn.edu/doe/index.html
Allocation: $6,569,433

Georgia State Department of Education
2054 Twin Towers East
205 Butler Street
Atlanta, GA 30334-5040
(404) 656-2800 -- (800) 311-3627
Toll Free Restrictions: GA residents only
FAX: (404) 651-6867
E-Mail: help.desk@doe.k12.ga.us
URL: http://www.doe.k12.ga.us
Allocation: $3,838,436

Hawaii Department of Education
#307
1390 Miller Street
Honolulu, HI 96813
(808) 586-3310
FAX: (808) 586-3234
URL: http://www.k12.hi.us
Allocation: $435,073

Idaho Department of Education
Len B. Jordan Office Building
650 West State Street
P. O. Box 83720
Boise, ID 83720
(208) 332-6800
FAX: (208) 334-2228
URL: http://www.sde.state.id.us
Allocation: *$477,671*

Illinois Board of Education
100 North First Street
Springfield, IL 62777
(217) 782-2221
FAX: (217) 785-3972
URL: http://www.isbe.state.il.us
Allocation: $6,319,449

Kansas Department of Education
120 South East 10th Avenue
Topeka, KS 66612-1182
(785) 296-3202
TTY: (785) 296-6338
FAX: (785) 296-7933
E-Mail: atompkins@ksbe.state.ks.us or lasnider@ksbe.state.ks.us
URL: http://www.ksbe.state.ks.us
Allocation: $1,158,631

Louisiana Department of Education
626 North Fourth Street
P. O. Box 94064
Baton Rouge, LA 70704-9064
(504) 342-4411
FAX: (504) 342-7316
E-Mail: webmaster@mail.doe.state.la.us
URL: http://www.doe.state.la.us
Allocation: $3,394,763

Massachusetts Department of Education
350 Main Street
Malden, MA 02148
(781) 388-3300
FAX: (781) 388-3396
E-Mail: ratkins@doe.mass.edu
URL: http://www.doe.mass.edu
Allocation: $2,838,594

Michigan Department of Education
Fourth Floor
608 West Allegan Street
Lansing, MI 48933
(517) 373-3354
FAX: (517) 335-4565
URL: http://www.mde.state.mi.us
Allocation: $6,199,094

Minnesota Department of Children, Families, and Learning
712 Capitol Square Building
550 Cedar Street
Saint Paul, MN 55101
(612) 296-2358
FAX: (612) 282-5892
URL: http://www.educ.state.mn.us
Allocation: $1,923,086

Mississippi State Department of Education
Suite 365
359 North West Street
Jackson, MS 39201
(601) 359-3513
FAX: (601) 359-3242
URL: http://mdek12.state.ms.us
Allocation: $2,213,534

Missouri Department of Elementary and Secondary Education
Sixth Floor
205 Jefferson Street
Jefferson City, MO 65102
(314) 751-4446
FAX: (314) 751-1179
URL: http://services.dese.state.mo.us
Allocation: $2,546,479

Nevada State Department of Education
700 East Fifth Street
Carson City, NV 89710
(702) 687-9141
FAX: (702) 687-9101
E-Mail: fsouth@nsn.K12.unr.edu
URL: http://www.nsn.k12.nv.us/nvdoe/
Allocation: $513,304

New Hampshire Department of Education
101 Pleasant Street
State Office Park South
Concord, NH 03301
(603) 271-3144
FAX: (603) 271-1953
URL:
http://www.state.nh.us/doe/education.html
Allocation: $400,597

New Jersey Department of Education
CN 500
100 Riverview
Trenton, NJ 08625-0500
(609) 292-4469
FAX: (609) 777-4099
URL: http://www.state.nj.us/education
Allocation: $3,307,343

New Mexico Department of Education
Education Building
300 Don Gaspar
Santa Fe, NM 87501-2786
(505) 827-6688
FAX: (505) 827-6520
URL: http://sde.state.nm.us
Allocation: $1,181,178

North Carolina Department of Public Instruction
Education Building
301 North Wilmington Street
Raleigh, NC 27601-2825
(919) 715-1299
FAX: (919) 715-1278
URL: http://www.dpi.state.nc.us
Allocation: $2,919,360

Ohio Department of Education
Room 810
65 South Front Street
Columbus, OH 43215-4183
(614) 466-3304
FAX: (614) 644-5960
URL: http://www.ode.ohio.gov
Allocation: $5,883,646

Oregon Department of Education
255 Capitol Street, NE
Salem, OR 97310-0203
(503) 378-3573
FAX: (503) 378-4772
URL: http://www.ode.state.or.us
Allocation: $1,418,466

Pennsylvania Department of Education
10th Floor
333 Market Street
Harrisburg, PA 17126-0333
(717) 787-5820
FAX: (717) 787-7222
URL: http://www.cas.psu.edu/pde.html
Allocation: $6,414,534

Puerto Rico Department of Education
P. O. Box 190759
San Juan, PR 00919-0759
(809) 759-2000
FAX: (809) 250-0275
Allocation: $4,405,477

Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903-3400
(401) 222-4600, Ext.
FAX: (401) 222-6033
E-Mail: ride0015@ride.ri.net
URL: http://instruct.ride.ri.net/
Allocation: $487,958

South Carolina Department of Education
1006 Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 734-8492
FAX: (803) 734-3389
URL: http://www.state.sc.us/sde
Allocation: $1,814,495

Texas Education Agency
William B. Travis Building
1701 North Congress Avenue
Austin, TX 78701-1494
(512) 463-8985
FAX: (512) 463-9008
URL: http://www.tea.state.tx.us
Allocation: $12,018,832

Utah State Office of Education
250 East 500 South
Salt Lake city, UT 84111
(801) 538-7510
FAX: (801) 538-7768
URL: http://www.usoe.k12.ut.us
Allocation: $774,361

Virginia Department of Education
P. O. Box 2120
101 North 14th Street
Richmond, VA 23218-2120
(804) 225-2020
(800) 292-3820
Toll Free Restrictions: VA residents only
FAX: (804) 371-2455
E-Mail: gbarber@pen.k12.va.us
URL: http://www.pen.k12.va.us/go/VDOE
Allocation: $2,401,808

Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608)267-9153
(800) 441-4563
TTY: (608) 267-2427
FAX: (608) 267-1052
URL: http://www.dpi.state.wi.us
Allocation: $2,606,753

Wyoming Department of Education
Second Floor
2300 Capitol Avenue
Cheyenne, WY 82002
URL: http://www.k12.wy.us/wdehome.html
Allocation: $318,175

Design: _____ **Date:** _____

School Design Questions	Notes & Other Questions
A. General Background	
B. Content of Design	

School Design Questions	Notes & Other Questions
C. The Design's Track Record	
D. Accountability for Design Success	
E. Implementation Process Issues	
F. Other Issues	

Following are a number of good resources -- both available in hard copies and on-line -- to help you and your school gather more detailed information on comprehensive school reform organizations.

Northwest Regional Educational Laboratory (NWREL)'s *Catalog of School Reform Models*

The catalog provides information on 26 whole-school reform models and 18 skill- and content-based models. The catalog is available on the web (http://www.nwrel.org/csrdp/) and can also be ordered from the Friends Network. The lab's website provides other tools for schools considering comprehensive reform as well.

North Central Regional Educational Laboratory (NCREL)'s Website

NCREL's Comprehensive School Reform website (http://www.ncrel.org/csri) provides tools to help schools think through their need and readiness for comprehensive school designs.

Videotapes about Comprehensive Designs

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Laboratory for Student Success (LSS)

LSS (http://www.temple.edu/LSS/csr.htm) provides an interactive area that helps you identify the characteristics of your "ideal" school design and *Achieving Student Success: A Handbook of Widely Implemented Research-Based Education Reform Models*.

Other Charter Friends National Network Publications

Making Matches that Make Sense: Opportunities and Strategies for Linking Charter Schools and Comprehensive School Design Organizations (Charter Friends National Network, May 1998) – a policy paper identifying both opportunities and strategies for linking charter schools and comprehensive school design organizations. The report is available on the web (http://www.charterfriends.org/matches.html) or can be ordered from the Friends Network.

The U.S. Department of Education

The U.S. Department of Education has a web site for the Comprehensive School Reform Demonstration Program, described in Appendix B of this guide: (http://www.ed.gov/offices/OESE/compreform/).

About the growing role of "Charter Friends..."

Charter schools depend on the passion and commitment of their founders and their determination to address educational needs of the students and communities they serve. But even the best charter founders and operators cannot succeed entirely in isolation. They require an infrastructure of technical and informational support to help design quality schools, obtain charters and launch and successfully sustain their operations.

In response to these needs, a number of **state and sub-state resource centers and other charter support organizations** are emerging throughout the country. Some of these organizations were initially established to help build public awareness and legislative support for state charter school laws. Once laws are passed, their attention tends to focus on recruiting and assisting charter applicants and providing charter operators ongoing technical assistance and other forms of support.

These "Charter Friends" organizations assist charters with a **variety of issues and needs** including school planning, governance, financing, curriculum, assessment and accountability, facilities, and other ingredients in starting and running high quality schools. Most are privately funded non-profit organizations, but they sometimes charge fees to help cover the cost of their operations. They attract fiscal and administrative support from foundations, businesses, think tanks, academic institutions, and individuals. They are most often organized on a state-level, but sometimes have a more narrow geographic focus within a state.

About the Charter Friends National Network...

Just as no charter school can succeed in total isolation, state and sub-state "Charter Friends" organizations have found value in the relationships and support they gain from each other. With charter schools now authorized in 33 states and the District of Columbia, both the number of these organizations and the potential for mutual shared support have grown rapidly.

In response to these needs and opportunities, **Charter Friends National Network** was established in early 1997 as a project of the St. Paul-based Center for Policy Studies in cooperation with Hamline University.

The Network's mission is to **promote the charter opportunity by helping start and strengthen resource centers and other state-level charter support organizations**. The Network pursues its mission through publications, conferences, on-line communications, a grant program, and multi-state initiatives on high priority issues. In 1998, these initiatives include charter school accountability, facilities financing, governance and special education.

Charter Friends National Network began as an expansion of the work of **Ted Kolderie**, senior associate at the Center for Policy Studies and a leader in the national charter movement from its beginning. Its director is **Jon Schroeder**, a veteran Minnesota policy analyst and journalist who played a major role in the design and passage of the federal charter grant program as policy director for former U.S. Senator Dave Durenberger. Leading the Network's outreach initiative is **Eric Premack**, who heads the Charter Schools Development Center at California State University and is one of the nation's top experts on both charter school policy and operations.

For more information on the Network and its activities, or to obtain additional copies of this guide, contact: Charter Friends National Network, 1355 Pierce Butler Route, Suite 100, St. Paul, MN 55104; 612-644-5236 (voice); 612-645-0240 (fax); info@charterfriends.org (e-mail); or www.charterfriends.org (web site).

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CHARTER FRIENDS
NATIONAL NETWORK

connecting and supporting state-level charter school initiatives

A project of the Center for Policy Studies in cooperation with Hamline University

1745 University Ave., #110 • St. Paul, MN 55104 • 651-649-5479 • 651-649-5472 (fax)

info@charterfriends.org • www.charterfriends.org

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